DOCUMENT RESUME

ED 220 401 SP 019 903

AUTHOR Ajie, Victor Elemchuku Nawaji
TITLE A Critical Study of In-Service Teacher Education for Primary School Teachers in Rivers State Nigeria. African Studies in Curriculum Development & Evaluation No. 18.
INSTITUTION African Curriculum Organisation.; German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE 81
NOTE 66p.; Poor print may not reproduce well.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Academic Achievement; *Administrator Education; Elementary Education; Foreign Countries; Government Role; Higher Education; *Inservice Teacher Education; Teacher Certification; *Teacher Improvement; Teacher Qualifications; Teacher Recruitment; *Teacher Supply and Demand; *Teaching Experience
IDENTIFIERS *Nigeria

ABSTRACT

This four-chapter study presents the results of an examination of inservice teacher education needs for primary school teachers in Rivers State, Nigeria. Chapter 1 presents an overview and analysis of the needs, and highlights the introduction of universal primary education in 1970, school enrollment increases, the short supply and inadequate training of primary school teachers. The need for retraining of both qualified and unqualified (uncertified teachers) to upgrade their professional knowledge is discussed. Inservice programs for headmasters and qualified teachers are also discussed. Chapter 2 presents a review of the inservice education literature, methodology of the study, sources of information, and design of the study. Chapter 3 presents descriptions of inservice education in the Rivers State: (1) special courses for unqualified teachers; (2) seminars, lectures, conferences and workshops; (3) inservice courses or refresher courses for headmasters and other qualified teachers; and (4) headmaster inservice for the Advanced College of Education qualification. Conclusions and recommendations for improving inservice delivery in the state complete the study. The questionnaires used in eliciting information are appended.

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220401

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Peter Spangenberg

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

African Studies in Curriculum Development & Evaluation

General Editors:

Peter Sachsenmeier
Kofi B. Quansah
Sylvester N. Dioh

No. 18

VICTOR ELEMCHUKU NWAJI AJIE:

A CRITICAL STUDY OF IN-SERVICE TEACHER EDUCATION FOR PRIMARY SCHOOL TEACHERS IN RIVERS STATE NIGERIA

ACC Project

GTZ, Att. Peter Sachsenmeier
POBox 54845, Nairobi

This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

TABLE OF CONTENTS

CHAPTER		PAGE
	PREFACE	i
	ACKNOWLEDGEMENT	ii
1.	BACKGROUND AND PROBLEM ANALYSIS	1
	BACKGROUND	1
	CLARIFICATION OF TERMS	4
	PROBLEM ANALYSIS	5
	PURPOSE OF THE STUDY	7
	SIGNIFICANCE OF THE STUDY	8
2.	LITERATURE REVIEW	9
	METHODOLOGY	14
	SOURCES OF INFORMATION	15
	DESIGN OF THE STUDY	16
3.	KINDS OF IN-SERVICE EDUCATION IN RIVERS STATE-	17
	SPECIAL COURSES FOR UNQUALIFIED TEACHERS-	17
	SEMINARS/LECTURES/CONFERENCES/WORKSHOP —	20
	IN-SERVICE COURSES OR REFRESHER COURSES FOR HEADMASTERS AND OTHER QUALIFIED AND UNQUALIFIED TEACHERS	21
	HEADMASTERS IN-SERVICE COURSES FOR THE AWARD OF A. C. E.	22
4.	CONCLUSIONS AND RECOMMENDATIONS	25
	CONCLUSIONS	25
	RECOMMENDATIONS	26
	REFERENCES	32
	APPENDIX A - QUESTIONNAIRES	34
	APPENDIX B - TITLES OF TABLES USED	40

PREFACE

This dissertation acknowledges the view generally accepted the world over that the quality of education in any country is determined by the quality of the teaching force available. In recognition of the purpose of teacher education and development in the Rivers State, it is hereby attempted to set out briefly the various ways in which unqualified and qualified teacher, inspectors and administrators could among other things be highly motivated, conscientious and successful in their job through training and retraining-In-service education courses.

It would be unrealistic to claim that this dissertation sought to provide answers to all the problems of the teaching profession. Suffice it to say that genuine efforts had been made to provide guide lines be which educationists of all categories could through participation in various courses suggested here, face the challenge of the changes of the age in which man is still pushing the frontiers of knowledge beyond the moon.

My knowledge on this subject - 'Teachers- In-service Education' is based mainly on my experience 'on teacher education and development' during my course of study in Nairobi in the ACO Basic Training Course in systematic Curriculum Development in Kenya Institute of Education and my insight knowledge in Rivers State in the Ministry of Education as an Inspector of Education.

It is hoped that both serving teachers and educational advisers would find this dissertation of interest in their efforts to develop real professionalism which might help them solve some of their professional needs and problems of our teachers.

ACKNOWLEDGEMENT

In fairness to all who either as bodies or individuals have contributed so much to enable this work to be produced, it must be placed on record my well considered appreciation and indebtedness by way of expressing my gratitude.

To begin with I have to express my sincere thanks and indebtedness to the Rivers State Government, through the Ministry of Education, who recommended me to do a course of study in the Kenya Institute of Education under the management of ACO/CTZ, where I have had the opportunity of widening my knowledge and experience in school Curriculum Development.

My thanks also go to the entire Rivers State Ministry of Education for releasing to me statistical data and valuable information about in-service Education in the State.

In the same way I express my gratitude to my local supervisor Mr. S.U.N. Nwikobe, Mrs. Uyanga, a fellow officer in the Ministry, and the Deputy Chief Inspector of Education for Primary Division, Chief C. I. Abraham for their help and encouragement.

I express my profound gratitude to my supervisors in the Institute- Mr. Sylvester Dioh who read the drafts and made valuable suggestions that made the publication of this dissertation possible and Doctor Kofi Quansah who travelled all the way from Nairobi-Kenya to Lagos-Nigeria, to give finishing touches to the dissertation.

To my respectable Beter Sachsenmeier, the CTZ Co-ordinator, and the other lecturers and colleagues who made it possible for me to arrive at a topic to write on, I am also immensely thankful.

V.E.N. AJIE.

CHAPTER ONE

BACKGROUND AND PROBLEM ANALYSIS

BACKGROUND

Rivers State of Nigeria is one of the first twelve states created by the Federal Military Government on 27 May, 1967. Since being created her educational objectives and goals have been:

(i) The inculcation of permanent literacy and numeracy, and the ability to communicate effectively.

(ii) The laying of sound basis for scientific and reflective thinking.

(iii) The inculcation of citizenship education as a basis for effective participation in and contribution to the life of the society.

(iv) Inculcation of character and moral training and the development of sound attitudes.

(v) Developing in the child the ability to adopt to his changing environment.

(vi) Giving the child opportunities for developing manipulative skill that will enable him to function effectively in the society within the limits of his capacity, and

(vii) Providing basic tools for further educational advancement, including preparation for trades and crafts of the locality.(1)

In pursuit of these objectives and to provide education to all youths, in the State requiring it, Universal Primary Education (UPE.) was introduced by the State Military Government as far back as 1970. Prior to this, the State Government had nationalised all primary and post-primary education in the State for the purposes of better and more efficient administration in 1968. By a directive issued by the Federal Government in April, 1979 the administration of the State's Primary Education system was handed over to the Local Government Authorities. 'The role of Local Government Authority was defined as that of operational management of all Primary Schools...'(2)

TABLE (I): GROWTH OF PRIMARY EDUCATION IN RIVERS STATE OF NIGERIA FROM 1970 - 1981

SERIAL NO.	Y E A R	NO. OF SCHOOLS	PUPILS' ENROLMENT	NO. OF TEACHERS.
1.	1970 / 71	386	151000	1829
2.	1971 / 72	463	186498	2781
3.	1972 / 73	498	232842	3096
4.	1973 / 74	561	243629	4023
5.	1974 / 75	587	264457	5012
6.	1975 / 76	595	316070	6934
7.	1976 / 77	757	436961	8701
8.	1977 / 78	870	438388	11747
9.	1978 / 79	889	470863	12581
10.	1979 / 80	924	484994	15301
11.	MARCH, 1981	946	499987	16687

RECORD FROM MINISTRY OF EDUCATION
PORT HARCOURT.

TABLE II

NO. OF TRAINED AND UNTRAINED TEACHERS IN RIVERS STATE OF NIGERIA 1975 - 1981.

SERIAL NO.	Y E A R	NO. OF SCHOOLS	NO. OF TEACHERS	NO. OF TRAINED TEACHERS	NO. OF UN-TRAINED TEACHERS	PERCENTAGE	
						TRAINED	UNTRAINED
1.	1975/76	595	6934	2,040	4,894	28.9%	71.1%
2.	1976/77	757	8701	2,955	5,746	33.9%	66.1%
3.	1977/78	870	11747	3,767	7,980	32.%	68.%
4.	1978/79	889	12581	4,695	7,886	37.3%	62.7%
5.	1979/80	924	15301	10,726	4,575	70.%	30.%
6.	MAR. 1981	946	16687	13,136	3,551	78.7%	21.3%

RECORDS ARE FROM RIVERS STATE MINISTRY OF EDUCATION PORT HARCOURT AND SCHOOLS DIRECTORATE PORT HARCOURT MARCH, 1981.

TABLE(II A) NO. OF TRAINED AND UNTRAINED TEACHERS BY LOCAL GOVERNMENT AREAS IN THE STATE, JULY 1980 - MARCH 1981.

SERIAL NO.	LOCAL GOVERNMENT AUTHORITY	NO. OF SCHOOLS	NO. OF TEACHERS	NO. OF TRAINED TEACHERS	NO. OF UN-TRAINED TEACHERS
1.	AHOADA ALGA	136 136	1622	1022	600
2.	BONNY OLGA	41	1316	1141	175
3.	BORI BOLGA	108	2089	1617	472
4.	BRASS BALGA	109	667	424	243
5.	DEGEMA DELGA	52	509	459	50
6.	IKWERRE/ETCHE KELGA	160	2240	1649	591
7.	OKRIKA/TAI/ELEME OTELGA	59	1083	866	217
8.	PORT HARCOURT CITY COUNCIL PHALGA	79	2421	2139	282
9.	SAGBAMA SALGA	80	2620	2275	345
10.	YENAGOA YELGA	131	2126	1544	582
	T O T A L	946	16687	13136	3661

RECORD FROM MINISTRY OF EDUCATION
PORT HARCOURT.

TABLE (III) YEARLY FLOW OF TRAINED TEACHERS FROM TTCs

IN RIVERS STATE OF NIGERIA FROM - 1969 - 1979.

S/NO.	YEAR	NO. OF COLLEGES (TTCs)	NO. OF CANDIDATES ANNUAL OUTPUT	NO. OF PASSES	NO. OF FAILURE	% PASSED	FAILED
1.	1969	1	126	50	76	39.7%	60.3%
2.	1970	1	128	34	94	26.6%	73.4%
3.	1971	1	195	22	173	11.2%	89.2%
4.	1972	1	123	43	80	35.0%	65.0%
5.	1973	2	201	73	128	36.3%	63.7%
6.	1974	3	350	161	189	46.0%	54.0%
7.	1975	5	525	265	260	51%	49%
8.	1976	8	915	397	518	43.4%	56.6%
9.	1977	8	812	257	555	31.6%	68.4%
10.	1978	8	928	356	572	38.4%	61.6%
11.	1979	14	4728	558	4170	11.2%	88.8%
	TOTAL	14	9031	2216	6775		

RECORD IS FROM MINISTRY OF EDUCATION
PORT HARCOURT.

It soon became clear however, that because of the lack of a satisfactory administrative infrastructure, the lack of funds, and the lack of adequate administrative professional personnel, the Local Government Councils were not capable of administering the Rivers State Primary Education system satisfactorily Consequently, the administration of Primary Education was once again handed over to the State's Ministry of Education in 1980.

Notwithstanding these administrative changes, there was a remarkable expansion of Primary Education between 1970 and 1980. Following the introduction in the State of universal primary education in 1970 school enrolment increased drastically. Table I shows the expansion trend. The expansion in primary Education was so rapid that the number of primary school teachers was always in short supply. The supply of teachers fell so short of the demand in the primary schools that a high proportion of untrained and retired teachers had to be recruited. This indescriminate recruitment of teachers aroused great concern about the quality of primary education being provided by these teachers in the state (See Table III). The teacher-pupil ratio rose above the Government recommended target which states that the teacher/pupil ration for primary schools should be 1:30.(3) Furthermore, the launching of the Universal Primary Education by the Federal Government in September, 1976 aggravated the situation of student explosion in the state. Student explosion necessitated bringing in more of the unqualified teachers into the teaching profession. See Tables II and IIA. It was hoped that training facilities would be provided. As a result, from 1970 - 1979, the State had 14 Teacher Training Colleges with a total output of 9031 teachers, and this is shown in Table III. There were 924 primary schools with an enrolment figure of 484,994 pupils in 1980 which are shown in the Table I.

However, due to the fact that many more trained teachers are being turned out yearly, we find that elementary six results in the state are getting better than before. To substantiate this, the state recorded 54.5% failures in 1971 First School Leaving Certificate Examination Result while the failures for the same examination result in 1979 was only 14.1%.

TABLE IV

FIRST SCHOOL LEAVING CERTIFICATE EXAMINATION RESULT, 1971

S U M M A R Y

DIVISION	D	C	P	X	AB	TOTAL
AHOADA (94 SCHOOLS)	83	662	573	1742	76	3136
BRASS (55 ")	33	355	298	1236	64	1986
DEGEMA (35 ")	87	355	267	714	36	1459
OGONI (50 ")	119	574	455	832	39	2019
PH/OBIO (32 ")	85	404	335	1073	55	1952
	407	2350	1928	5597	270	10552

AHOADA DIVISION HAS 1318 PASSES OUT OF 3060 = 64%
BRASS " " 686 " " " 1922 = 36%
DEGEMA " " 1148 " " " 1223 = 58%
PH/OBIO " " 824 " " " 1897 = 44%

A total of 10282 candidates took the Examination. Out of 10552 who entered for it.

Total D = 407 out of 10282 = 3.9%
" C = 2350 " " " =22.8%
" P = 1928 " " " =18.7%
" Passes (All Grades 4685 out of 10282 = 45.5%
" Failures " " 5597 " " " = 54.5%

1971 RECORD FROM MINISTRY OF EDUCATION
PORT HARCOURT

TABLE (V)

FIRST SCHOOL LEAVING CERTIFICATE EXAMINATION
RESULT : 1979

S/NO.	LOCAL GOVT. AREA	NO. ENTERED	NO. WROTE EXAMINATION	NO. PASSED	% PASSED
1.	A L G A	5418	4943	3935	79.6
2.	B A L G A	1616	1489	1147	77.0
3.	B O L G A	5504	5351	4713	88.1
4.	D E L G A	1340	1188	922	77.6
5.	K N L G A	6594	6313	5426	85.9
6.	O T E L G A	3561	3285	3033	92.3
7.	O L G A	1496	1421	1272	89.5
8.	P H C C	7027	6693	5781	86.4
9.	S A L G A	729	705	412	58.4
10.	Y E L G A	3071	2847	2758	96.9
	T O T A L	36,356	34235	29399	85.9

1979 RECORD FROM MINISTRY OF EDUCATION,
PORT HARCOURT.

TABLE VI

FIRST SCHOOL LEAVING CERTIFICATE (FSLC) EXAMINATION RESULT 1971 - 1980.

S/NO.	YEAR	NO. OF SCHOOLS	FSLC CANDIDATES	PASSES	FAILURES	% PASS	% FAILURE
1.	1970/71	386	10,282	4685	5597	45%	55%
2.	1971/72	463	11,090	4786	6204	43%	57%
3.	1972/73	498	13,282	4980	8302	38%	62%
4.	1973/74	561	16435	6488	9947	39%	61%
5.	1974/75	587	20110	8020	12090	40%	60%
6.	1975/76	595	23423	10023	13400	42%	58%
7.	1976/77	757	26972	12182	14790	46%	54%
8.	1977/78	870	28798	13245	15553	46%	54%
9.	1978/79	889	32964	13352	19612	41%	59%
10.	1979/80	924	34235	29399	4836	86%	14%

RECORD FROM RIVERS STATE MINISTRY OF EDUCATION PORT HARCOURT.

This was a remarkable improvement compare tables IV, V and VI.

It seems obvious from these tables (1-III) that the number of teachers for the entire primary school system does not appear to provide the effectiveness of the learning experiences the pupil are expected to under-go by the end of their primary education. Moreover, in accordance with the state's primary education objectives which stress relevance, self-reliance, and production of men and women who will make substantial contributions to their personal growth, the primary school curriculum is subject to constant review and changes. This constant review is necessary because no society is static and education is seen as an agent of change in many societies. This Taba says 'Education... involves rethinking of the meaning of the general objective in terms of the specific curriculum content or learning experiences..."(4)

Regarding changes in education, the Teacher Education Seminar held in DAR ES SALAAM, June 4 - 16 1973, observed that" The continuing problem for all societies and for individuals within them is not whether to change or not, but how best to adapt to their rapidly changing environment in order to preserve an identity and to ensure a continuing existence... education plays a role both as an agent bringing about change and a reflection of changes which have already taken place..."(5) It is noted from the above that changes and developments in school curriculum bring in their wake, the need to up-grade the teachers so that they can adapt themselves to these changes. This need for constant changes in the curriculum and the subsequent need to up-grade teachers calls for a meaningful in-service education for teachers particularly the unqualified ones. The process of in-service education in Rivers State, therefore, must aim at inparting new skills and knowledge and must at the same time take account of the teachers' role in relation to that society. Teachers' wages and educational financing in general come from that society and society's views about education (and its willingness to finance education) will be a reflection of society's belief in the effectiveness of education in terms of its social contribution. The community's level of financial commitment to such a social provision as education will inevitably be something that cannot be viewed in the abstract.

It is against this theoretical background and context that one must judge in-service teacher education. The nature of the organization, financing, and provision of in-service teacher education for unqualified teachers will therefore have to take acount of the processes which would follow from an acceptance of certain objectives. The objectives of most national in-service courses are concerned with providing the teacher throughout his working career with opportunities and channels to:

Restore, maintain or develop still further his vocational self-construct of 'teacher';

Evaluate his work and attitudes in conjunction with his colleagues in other parts of the educational service;

Develop criteria to help him assess his teaching roles in relation to a changing society for which the school must equip its pupils;

Encouraging him to adapt a critical awareness of current trends in education with the capacity to evaluate and contribute to these where desirable;

Determine and shape his total curriculum approach and understanding, together with the appropriate teaching stances, in the light of his increasing awareness of the future personal, social and intellectual need of his pupils;

Extend his ability and readiness to evaluate and monitor the effectiveness of teaching in conjunction with other people working and living in the wider community which school serves.

C L A R I F I C A T I O N O F T E R M S

There are certain terms that need clarification here. These are terms given to qualify certain categories of unqualified teachers.

UNQUALIFIED OR UNCERTIFICATED TEACHER

As is used here means a primary school teacher who has no teaching qualification.

TEACHING QUALIFICATION: Here in the primary means a primary school teacher with the Teachers' Grade II Certificate.

The terms C/D,C and C/S teachers apply to all unqualified primary school teachers.

C/D: A primary School Teacher with the First School Leaving Certificate (FSLC.) or Standard six or seven certificate is known as a C/D teacher from the day of recruitment to two years teaching experience. C/D means uncertificated deployed teacher,

C: If the above category of teacher has taught for three years and above is known as a'C' teacher when he has been registered in the teachers' part 'C' Registry, which is usually done by the State's Ministry of Education. 'C' means Uncertificated Teacher.

CS: Means Special Uncertificated Teacher. That is the above category of teachers with 10 to 15 years and above of teaching experience. They are usually registered in the teachers CS Registry by the State's Ministry of Education. But this Registration exercise into part CS has seized to be in operation since 1970.

A primary school teacher with only the General Certificate of Education, Ordinary Level (GCE. O/L) or West African School Certificate (WASC) without the teachers' Grade II Certificated is regarded as unqualified but not termed C/D,C or C/S., no matter his years of teaching experience. But they are all generall termed auxiliary teachers.

PROBLEM ANALYSIS

The need for in-service training courses or teachers becomes more urgent in a system where opportunities for pre-service training of teachers do not extend to all unqualified serving teachers. This is the case in Rivers State of Nigeria where (as Table II shows) some of the serving teachers have not had previous training. This situation demands that every opportunity should be used to provide up-dating courses for unqualified serving teachers in the state.

Until recently, there had been fourteen teacher training Colleges (T.T.Cs.) for Grade II teachers and three Advanced Teacher Colleges (ATCs) for the production of National Certificate in Education (NCE) teachers in the state. It is however planned to open ten more T.T.Cs in 1981 while the existing ones are to be expanded and equiped. Yet yearly supply of trained teachers is still definitely inadequate to meet the demand for trained qualified teachers. See Tables II and III. This in effect, is another reason for the retraining of both qualified and unqualified serving teachers to upgrade their professional knowledge to equip them to handle the changing school curriculum competently and effectively. This retraining is done in different in-service courses that operate in the state.

Despite the increase in number of T.T.Cs, A.T.S. and the operation of the various in-service courses the quantitative expansion in Education in the state had never kept pace with the educational quality-while thequantity is increasing, the quality is reducing. (Table III shows this trend.) This lowering of standard is aggravated by the automatic promotion of school children between 1970 and 1978 (Tables IV and VI). No wonder, therefore, that the Honourable Commissioner for Education in 1978 justifiably concluded that standards of achievements in primary schools in the state were falling. And it was in the realization of this that in 1980 automatic promotion was abolished...(6)

Coincidentally too, the fall in educational standard was clearly recognised by the Ministers of Education of the African Countries that participated in the Addis Ababa plan when they met in Libreville in 1968. At this meeting it was stated that '... the failure of educational systems to adapt themselves to a rapidly developing environment raises serious problems...(7).

This falling standard, therefore calls for an examination of the following issues:

Is the low standard of education due to poor teaching techniques used by the teacher?

Is his lack of teaching techniques due to his being untrained or trained for very long time without other retraining courses?

Is the low standard due to poor administration and poor

organization of the schools?

Is the low standard due to poor conditions of service of the teachers compared with the private sector? Or how remunerating is the teaching profession to enable the teachers to avoid private practices or be devoted to their job and avoid regarding it as a stepping-stone to other better jobs?

These and a number of other related questions puzzle the minds of our educationists today as to the best solutions to these educational problems. The problem then is to determine how best in-service education can be planned in Rivers State so that serving unqualified and qualified teachers could be provided with the new knowledge, new skills and new techniques necessary to cope with the demands of rapidly changing educational system.

Since most of these issues relate to the effectiveness and competence of the teachers, this investigation becomes more and more justified to make the assumption that an in-service course well planned for the state is:

Going to achieve something for the teacher who would attend it whether it be acquiring information, up-gating knowledge, new skill or other behavioural changes; and

Going to have specific objectives or purposes written in terms of what the teacher will know or be able to know or do after the end of the course to improve his/her teaching/learning skills and techniques.

P U R P O S E O F T H E S T U D Y

In the teacher education bulletin published on behalf of Kenya Teacher Training Colleges, 1978, page 33 points out that in-service education has various purposes according to the different kinds of in-service training one has in view..(8)

With the full discussions carried out on the background setting and the problem analysis, the purpose of this present study becomes more obvious and clearer that it should as much as possible address itself to mainly to in-service Teacher Education for unqualified teachers and bring in less elaborate form other kinds of in-service course operating in the state; and to Determine the extent teacher in-service education for unqualified teachers is necessary in Rivers State;

determine to what extent participants of such courses should be remunerated either by incremental or certificate award;
determine the objectives and teaching organization, techniques and training contents of such courses;
determine whether such in-service courses are centralized or decentralized in the state;
determine what calibre of professional educators should be appointed as instructors on each in-service courses and finally determine how long such courses should last.

SIGNIFICANCE OF THE STUDY

It is the hope of the researcher that when completed to the satisfaction envisaged this study would be significant in the educational development and quality control of Rivers State Education in the following ways so that:

(i) Serving teachers would be given opportunities for knowledge up-datedness which would meet the demands of the ever-changing curriculum;

(ii) In-service education would continue to be a structured institution with the Ministry of Education as an overseer.

(iii) More of the serving teachers (known as the unqualified) who hitherto have had no opportunity for further education and hence no material advancement within the service would have the opportunities of receiving additional certificate award and financial remuneration after the course.

CHAPTER 2

LITERATURE REVIEW

The first step in any intensive study like this must be to find out what work has already been done by eminent writers and educationists in it. Having read some of the background literature books some specific topics appear to be more striking and require some coments. What is In-service Teacher Education?

In the review of 'The Growth of In-Service Education and Training in the U.K.' Evan Henderson (Open University, p.163,) explains the two administrative distinct stages in education and training of the teaching profession. According to him, pre-service or initial education and training, takes place before the teacher takes up his or her first appointment. Secondly, in-service teacher education, to which this study is concerned, may in the most general sense, be taken to include everything that professionally happens to the teacher from the day he takes up his first appointment to the day he retires, which contributes, directly or indirectly to the way in which he executes his professional duties...(9) This view of defining in-service Teacher Education is too loose.

However, greater precision in defining in-service teacher education is rare in the literature. In a recent survey, the Department of Education and Science (1970, p. 7) described in-service training as:

> 'Any activity' which a teacher undertakes, after he had begun to teach, which is concerned with his professional work...(10)

This is also closer to the first view.

In another study, the American View (US Department of Health, Education and Welfare, 1965, p. 89) is more restrictive. In-service here is defined as:

> 'A program of systematised activities promoted or directed by the school system, or approved by the school system, that contributes to the professional or occupational growth and competence of staff members during the time of their service to the school system' (11)

In his article, "In-service training of teachers in Sir Lanka, K.D. Ariyadasa states that in-service is the teacher's reformer and attitude change...(12)

In specific objective, Ariyadasa hammers on the importance of in-service training for teachers. They are to be updated in all educational changes and this means that in-service training must be a continuous thing as long as 'change' is also a continuous thing.(13)

"Every child mattered, and therefore, it was incumbent on us to provide in-service education to all the teachers in the school system ...(14)

But in another journal, 'Seminar On Teacher Education', states inter alia:

"In-service should be developed as an integral part of continuing teacher education rather than as emergency service compensating for deficiencies in the educational system.(15)

The conference is advocating to see that in-service is decentralised and teacher should be made to learn on the job from the experienced ones and teacher-trainers and that it must be a continuous process not only just waiting for new changes in the curriculum.

At the 'Commonwealth Conference on Teacher Education' it was decided that:

"While some countries have developed intergrated systems of continuing teacher education, for many, the concept of in-service training is that of the emergency service compensating for deficiencies in educational system .(16).

However, what should be understood is that in-service education could be 'an integral part of continuing teacher education' as the Dares Salaam conference view or it could be 'emergency service compensating for deficiencies in the educational system' as the views held in the Nairobi conference.

In discussing about 'In-service Education for Primary school Teachers in Uganda, S. Vivian emphasizes more on child-centred learning .(17)..

In his opinion the best level to emphasize in-service training should be with the primary school teachers in the service.

Regarding the importance of In-service Teacher Education DR. C. E. Beeby said that:

"The Quality of Education in Developing Countries" should take place first in the lower grades.!!(18) This means that in-service education must have to be strengthened in all primary schools. Closely connected with this idea of the in-service education being an important instrument of educational reform in the primary schools, Hodgkin, in 'Education and Change' reminds educaters the importance of 'Refresher Courses' for primary school teachers..!!(19)

In an article entitled 'THE STORY OF THE IN-SERVICE TEACHER TRAINING OF SWAZILAND, pp. 1 and 2, one of its objectives is to'.

Inculcate modern methods, not only for use by the trainees, but also as medium for change in others.!!(20)"

Frankly speaking, in all the literatures reviewed so far there is no doubt that in all in-service education the adaptibility of the teacher to the frequent changes in education is a focal point. No wonder, then that D. J. Smart in his address says that:

> "The Education of the teacher would be continuous with his active professional life, with in-service training made obligatory and undertaken at different periods to keep pace with the constantly changes in educational system.!!(21)"

Attention has been drawn to the special needs of newly-qualified and inexperienced teachers in this study. Collins (1959) pointed to the crucial nature, for many young teachers, of their first appointment, and showed that not only is there considerable need for this to be carefully chosen but also for close supervision of the less able or the less confident teachers in their first few years. Clark and Nisbet (1963) also furnished evidence that highlighted the importance of the early or probationary period, during which appropriate and timely help can be of enormous value in enabling doubtful starters to develop into competent and useful members of the profession.

More ambitious concepts are now being elaborated for in-service training. The notion that initial training should be carried on into the early years of teaching may soon be replaced by the concept of a planned set of experiences integrated with and stemming from those that are introduced at preservice stage.

There has been a good deal of discussion of plans and prospects in this regard but insufficient firm evidence has been adduced to provide a firm basis on which to devise a policy. Research in this field has served only to scratch the surface. Cane (1969) has revealed some dissatisfaction on the part of teachers with the programmes of in-service education that are at present provided. Jiranek (1968) has reported evidence to suggest, on the other hand, that very few teachers, except some of older members of the profession, manifest interest in educational problems, and that the prospective market for in-service courses is not a very promising one. Tucek (1968) has conducted evaluation studies showing that in instances where a marriage has been effected between a relevant course and a willing audience, the outcome in terms of the objectives achieved, was disappointing, and suggesting that the methods employed in such courses need to be reviewed.

There is, however, some more positive and encouraging evidence, to be cited. Karbel (1963) has furnished evidence of benefits, in terms of improved confidence, skill in human relations and class management, derived by inexperienced teachers from systematic in-service courses, and McCollister (1964) has reported a survey which establishes that in Louisianna, at any rate, the consumers are reasonable satisfied with the courses that are being provided. Haan (1964) has also stated that independent estimates of the outcome of in-service provided by school superintendents and heads, reported a perceptible increase in teaching skill, more personal initiative and a deeper understanding of human behaviour.

In fact, while reviewing the various in-service courses as they were found in the various articles, books and journals several points came under focus which were common to all the literature books,. These were that in-service courses were designed to:-

> Help teachers acquire skills, knowledge and attitudes,
> acquire full qualifications required for primary school teaching,
> obtain higher academic qualifications,
> encourage teachers to keep upnto date as regards the content and methods of education, and generally speaking, become aware of the significance of their function in the context of the evolution of education and the community to whichthey belong...(22)

No wonder that Jean Petite said that 'In the meantime the Ministry of Education has organized other Teachers In-service Training Courses in order to improve qualifications or to allow teachers to acquire new ones...'(23)

It has now become a common tradition that all the literature books point at the same thing that indeed;

'All teacher training is a dialogue between theory and practice, between aspiration and achievement...'(24)

This in effect means that in-service is deeper and more essential than pre-service which serves as an introduction to the service but in-service is a confirmation of that introduction and a reappraisal of what should be educationally current, to the children and teachers. Stressing further on this point on children it continues:-

"Although it isessential that in-service education should be expressed regionally, it is still the case that the purpose of much in-service education and training is to have a specific effect upon the education that children receive..."(25)

Therefore, in-service by the words of the authors enables individual children to raise their potentials in a way that would otherwise have been denied them. In-service, then is there to enrich the learning environment provided by the schools, to enable teachers to deal more effectively with the increasing range and complexity of the problems that they face, and to help society come a little nearer to achieving the goals that it sets for itself..."(26)

All the reviews so far have come to a point where there is nothing more than the teach r/pupils competence and qualify in education and with that comes a conclusion from E.W.H. Briautis in 'Developing In-service Education" where he said that:-

"In-service Education and Training, perform a range of functions, the objectives of which are all comprised very broadly by speaking within the intention to improve the quality of the education service the arrangements made to enable the individual teacher to develop his own career, to strengthen his own qualifications and training..."(27)

Briautis, brilliantly concludes by saying that:

"I hope that we shall be able to hold on in terms both of people and accommodation in such a way as not to lose the advantages which I see in a very great involvement of those concerned with ... on-going training of teachers[28]..." and And J.D. Johnston points out that In-service for teachers is inevitable[29]..."

From the above literature, in-service education for teachers is a course worthy of mounting where it does not exist, or of improving where it is not well organized and of maintaining and continuing where it is properly organized.

METHODOLOGY

It must be noted that this research into aspects of in-service education in Rivers State of Nigeria will not provide us results which can be generalised beyond the locality and, indeed will not even provide comprehensive evidence about the state of affairs in Nigeria as a whole. In this study, there was a prime need for basic data which were collected by systematic survey by ways of interviews and questionnaires. Therefore, for this study to succeed it was necessary to obtain some background knowledge about the study through sources of information.

The sources used here were through interviews and questionnaires and in these two sources we needed to find out about the demands that were being satisfied - that is, in the sense, that some teachers were seeking courses and finding them available. We knew little about the teachers who were presenting themselves for in-service education in the State and so we had to identify them. This brings us to the question of supply. Here we had more information at our disposal in that in the state it was possible to discover from published programmes at least the nominal content of the courses that were offered. As a preliminary to deeper investigations in this field of study, however, it was necessary to know:

very briefly some kinds of in-service courses that were run in the state, and their various purposes, contents, durations of each and how they were organised and more ellaborately about the ways in which the courses for unqualified teachers were presented with regards to the methods of appointments of the in-service instructors - teacher - trainers; the grades and qualifications of the in-service instructors. And an analysis was needed of the ways in which in-service courses were organised, in Rivers State, to determine, for example the faults of the existing system; the yearly input, that is, number of trainees; and the yearly output i.e. the number that successfully completed their in-service courses.

SOURCES OF INFORMATION

Information was obtained: (a) Through oral interview from some various people not directly connected with in-service programme to know what they feel about the programme, professionals of the Ministry of Education, Rivers State Schools Directorate, Examination Directorate, officials of the state's Curriculum centre, Chairmen of Rivers State Primary School Committees, the in-service trainers and the ex-trainees, and other teachers who had never undergone in-service,courses, and finally subject specialists in the various institutions of higher learning in the state including the Universities and ATCs.

(b) THROUGH DOCUMENTS AND CRITICISMS

The second source of information was from various documents and criticisms from various reports of inspectors of Education.

(c) PROCEDURE FOR DATA COLLECTION

Therefore, all the data necessary for this study were collected by the use of interviews, questionnaires, and information from documents. Interviews and questionnaires, were most frequently used in obtaining the required and detailed information.

The questions asked were not more than 10 for eache item of the questionnaires. The type of questions asked were the type that supplied the required information needed in a detailed form. Please, see APPENDIX A for the questionnaires specimen.

DESIGN OF THE STUDY

During the interviews tape recorder was used, and the persons interviewed were informed before hand. One hundred and fifty persons were interviewed. Out of this number one hundred were of the opinion that in-service education for unqualified teachers should continue and decentralized. The other fifty were of the opinuion that it should remain certralised as it is but should also continue.

In the questionnaires, out of One hundred and eighty questionnaires sent out, eight of them were received back. In fact, out of the number that returned their questionnaires back majority of them felt that in-service education for unqualified teachers was very essential. They were also of the opinion that it should be decentralized and should be managed by a separate body other than the arm of the Ministry of Education.

The acquisition of these background information was a necessary prerequisite to the process of identifying the variables that were examined in the study. This enabled us to know what was provided, by whom, for whom, and in what manner.

It might be added that a fundamental question that were answered or explored in this study concerned the motivations of those who offered themselves for in-service courses and the corresponding incentives to which they were likely to respond.

CHAPTER 3

KINDS OF IN-SERVICE EDUCATION IN RIVERS STATE

After a careful study of the literature review it became obvious that varieties of In-service Teacher Education Courses are indispensible and this became more obvious after a close look at the answers from the questionnaire (APPENDIX A) and the interview results of the study. The following courses were identified to be in existence from 1970 1981 in the State:

SPECIAL COURSES FOR UNQUALIFIED TEACHERS
SEMINARS/LECTURES/CONFERENCES/WORKSHOP;
IN-SERVICE COURSES OR REFRESHER COURSES FOR HEADMASTERS AND OTHER QUALIFIED AND UNQUALIFIED TEACHERS
HEADMASTERS IN-SERVICE COURSES:FOR THE AWARD OF ASSOCIATESHIP CERTIFICATE IN EDUCATION (A.C.E.).

SPECIAL COURSES FOR UNQUALIFIED TEACHERS

The answers obtained from the questionnaires and interviews revealed that in 1972 an important step was taken by the Centre For Educational Development and Instruction (C.E.D.I.), (a unit in the State's Ministry of Education). It mounted special in-service training courses for unqualified teachers (C and Cs teachers) with 10 years to 20 years, and above, teaching experience. Majority of the answers further explained that the main objective of the courses was to assist those categories of unqualified teachers to improve their work effectiveness and to obtain qualified status. Ten per cent of the answers obtained agreed that few teachers opted for the courses in order to gain more knowledge regardless of whether or not there was any financial benefit. To those few teachers, the financial aspect was secondary to the primary aim of extension of knowledge.

On the other hand, the remaining ninety per cent of the answers agreed that although the greater number of those C and Cs teachers had greater premium placed on the extension of their knowledge and work effectiveness, yet their greatest interests lay on qualification which gave them promotions to new status and assignment to better responsibilities. This majority opinion is taught to be very true because the courses were designed for the award of the Honorary Teachers' Grade II Certificate through series of in-service education courses for both 'C' and 'Cs' teachers.

Besides 'C' and 'Cs' teachers, some teachers who unsuccessfully completed their training courses in the Teachers Training Colleges are usually included for the Honorary Teachers' Grade II Certificate Award Courses if they were unable to pass their referred papers after the required number of sittings in the teachers' Grade II Certificate examinations.

SELECTION AND ORGANISATION:

According to the interviews and questionnaires' results it was observed that the teachers were selected by C.E.D.I. through applications. The selected teachers paid fees of (₦30) thirty Naira each for the three subjects to be studied during the courses.

The courses were run during primary school holidays which might range from 3 weeks to 6 weeks or 30 days so that the three school holidays in an academic year were used for the running of these courses.

It was also discovered that the trainers were appointed from the tutors of the various Teachers' Training Colleges, Advanced Teachers Colleges (A.T.Cs.) and some inspectors of the state's Ministry of Education. About six instructors were usually engaged in eache holidays. An instructor or lecturer was expected to deliver fives lectures in a day for the five working days of the week. He received an allowance of ₦6 per hour lecture and was entitled to ₦30 in a day if he delivered his five lectures on that day. In addition to that amount he was entitled to 50k refreshment allowance in a day. Those from outside and far away from the course centre were given some transport allowances according to the distances covered each day.

The participants were usually accommodated in the centre chosen by C.E.D.I. for the training courses where accommodations existed.' Those who were not accommodated were free to look for accommodation by themselves elsewhere and they were deemed to be non-boarders and catered for their own feeding and transport to and from the lecture centre.

However, since 1977 the centre for these courses had been Government Teachers Training College, Rumuokwuta, which is about 8 kilometres away from Port Harcourt.

The Content of the Course: During the interviews, it was noticed that one half of the course is academic and one half is professional. The participants offered the following selected T.T.C. subjects: ARITHMETIC, ENGLISH, PRINCIPES AND PRACTICE OF EDUCATION AND PRACTICAL TEACHING TEST. One of the first three subjects was studied in each holidays beginning with ARITHMETIC and followed in that order until a candidate successfully completed the courses by passing prescribed examinations set by C.E.D.I. at the end of each holidays.

Successful candidates who passed the first three papers or subjects during the three holidays would be allowed to enter the final stage of the course which is the practical Teaching Test and physical Education examinations. These final examinations are done during school periods and not during holidays. Participants join the final year students to take the same final examinations of practical Teaching and Physical education. They use the same practicing primary schools with the final year students of the various 'T.T.Cs' and practise with them.

They are examined by inspectors drawn from the inspectorate Division of the Ministry of Education on the subjects they had chosen.

All participants like their counterparts, the out-going student teachers, have freedom of choice of subjects to be examined on a particular day. Each participant or out-going student teacher teaches English and Arithmetic as compulsory subjects and one subsidiary primary school subject like social studies, general science, etc.

Benefits: The sucessful participants are awared the 'Honorary Teachers' Grade II Certificate. This certificate is derogatorily regarded as 'BLANK CERTIFICATE' because the subjects passed are not written on the certificate as that obtained by the person from a T. T. C. However, holders of this certificate still attain qualified status when it is seen that a number of such holders of the certificate (Honorary Award) are promoted to Headmasters' status after some years of teaching after the award.

TABLE VII

OUTFLOW OF UNQUALIFIED TEACHERS FROM IN-SERVICE EDUCATION COURSES, 1976/77 - 1979/80

S/NO.	YEAR	NO. INVITED	NO. THAT ATTENDED OR (PARTICIPANTS.)	SUCCESSFUL PARTICIPANTS	UNSUCCESSFUL PARTICIPANTS	NO. PROMOTED HEAD-MASTERS
1.	1976/77	890	318	168	150	40
2.	1977/78	1000	320	300	20	45
3.	1978/79	2000	360	300	60	48
4.	1979/80	2872	413	285	128	60

RECORD FROM RIVERS STATE
MINISTRY OF EDUCATION
PORT HARCOURT.

TABLE VII

OUTFLOW OF UNQUALIFIED TEACHERS FROM IN-SERVICE EDUCATION COURSES, 1976/77 - 1979/80

S/NO.	YEAR	NO. INVITED	NO. THAT ATTENDED OR (PARTICIPANTS.)	SUCCESSFUL PARTICIPANTS	UNSUCCESSFUL PARTICIPANTS	NO. PROMOTED HEAD-MASTERS
1.	1976/77	890	318	168	150	40
2.	1977/78	1000	320	300	20	45
3.	1978/79	2000	360	300	60	48
4.	1979/80	2872	413	285	128	60

RECORD FROM RIVERS STATE
MINISTRY OF EDUCATION
PORT HARCOURT.

In fact, lack of statistical data do not afford us the accurate yearly figure from 1970 - 80 of such teachers who are now headmaster of primarty schools. But since 1977, there are not less than 60 such headmasters in the state. For instance in 1979 out of 318 participants, 168 of them were successful and 40 of them were made headmaster; while in 1980, out of 413 participants, 285 of them were successful and 60 of them made headmaster. The courses brought about up-grading in status and carried with it higher salary scale. Table VII shows this trend.

Financial Costs on the part of the Government:

These courses are partially financed by the state's Ministry of Education. It costs the state not less than ₦8,235 in one academic year of the three holidays in paying the trainers and other administrative costs.

Financial costs in the form of feeding, transport, books and writing materials and accommodation for participants accommodated in the training centre, and their other financial commitments are usually borne by the participants themselves.

SEMINARRS/LECTURES/CONFERENCES/WORSHOP:

The results of the questionnaire and interviews showed that these kinds of courses organised by C.E.D.I. had been very irregular.

Occasionally when a new reform is introduced in the school system, primary school headmaster subject specialists and other Grade II teachers, generally at end an in-service orientation courses to give them orientation for implementing the new reforms. For instance, there were usually the following orientation courses and workshops:

During the introduct of the Modern Maths (Entebbe) in 1976, headmasters, Grade II Teachers and mathematics specialists were invited to orientation courses in Port Harcourt.

In the same 1976, when social studies was introduced to be taught as a subject, there were also such orientation courses and workshop in Port Harcourt, for the same grades of Primary school Teachers;

Often, workshops and orientation courses are organised for the introduction of certain new techniques, new skills in subjects like

TABLE VIII

IN-SERVICE COURSES OR REFRESHER COURSES FOR HEADMASTERS AND OTHER QUALIFIED AND UN-QUALIFIED TEACHERS. 1970 - 1980

S/NO.	YEAR	CATEGORIES OF TEACHERS INVITED			NO. THAT ATTENDED				NO THAT NEVER ATTENDED				CENTRE	DURATION
		HEAD-MASTERS 1	GRADE II TEACHERS 2	UNQUALIFIED TEACHERS 3 TOTAL	1	2	3	TOTAL	1	2	3	TOTAL		
1.	1970-76	-	-	-	-	-	-	-	-	-	-	-		
2.	1977	150	250	357 757	90	60	7	157	60	190	350	600	ALUU	3 DAYS
3.	1978	200	300	370 870	150	188	59	377	50	112	331	493	"	3 "
4.	1979/80	-	-	- -	-	-	-	-	-	-	-	-	-	-

RECORD FROM RIVERS STATE SCHOOLS DIRECTORATE,
PORT HARCOURT.

for instance in 1972 - 74, workshop was orgainsed for the teaching of Home Economics in primary schools and in 1979, a similar workshop was organised for physical Education, all in Port Harcourt.

During the introduction of science to all levels of primary schools in 1978 orientation courses and workshop were conducted in Port Harcourt for all Grade II teachers and Headmasters.

These courses, however, had helped the participants in up-dating their knowledge and skills and in a mnumber of other ways. For instance, from 1978 to 1981, 40 Senior Headmasters were up-graded and promoted to supervisory capacity. And by their being integrated in 1980 into the service of the inspectorate Division of the Ministry of Education they became known as inspecting Assistings in charge of inspections of primary schools.

IN-SERVICE COURSES OR REFRESHER COURSES FOR HEADMASTERS AND OTHER QUALIFIED AND UNQUALIFIED TEACHERS

However, promotion and up-grading were not the only purposes for in-service courses as the questionnaire answers and interview results portrayed. Prefresher courses for Headmasters and other qualified and unqualified teachers are aimed at increasing the effectiveness of the work of the teachers as school administrators and as supervisors and as skilful teachers. They acquired new knowledge and skills in the profession.

Such refresher courses are primarily professional covering such topics as school Administration, Modern Teaching Methods and Techniques, Syllabus changes and Supervision. Some courses in English, Arithmetic, Science and Social Studies are included.

The organisation and financing are the same for unqualified teachers described previously. This kind of course was found to be the most irregular as Table VIII shows. Remarks from questionnaires supports the idea that this kind of course had not been very regular in the state. It was suggested that this might be due to the drastic reduction of the number of untrained teachers, as contained in teachers' nominal roll for primary schools as at 31st March, 1981 which showed that:

"Number of schools as at 31st March ... 946
"Total number of pupils as at 31st March...499,987
"Total number of trained teachers " 13,136
"Total number of untrained teachers " 3,551

"Total number of teachers as at 31st March 1981, 16687.

"It is therefore obvious that in Rivers State 78.7% of the teachers were trained, while 21.3% of their teachers were still untrained. This figure is still high considering the fact that by 1985 all untrained teachers would be pushed out of the teaching service..."(30)

There were only two such courses organised in 1977 and another in 1978, all at the Rural Devlopment Centre, Aluu in Ikwerre/Etche Local Government Area of the State. Questionnaire answers revealed that these were organised by the Rivers State Schools Directorate only and the topics were 'School Administration' for that of 1977 and Modern Teaching Methods for that of 1978.

Each course had three days duration each year. The statistical data at table VIII shows the number and categories of Teachers that participated for the two course.

Each course had

Instructors, were drawn from the lecturers of T.T.Cs. A.T.Cs. and inspectors of the Ministry of Education.

HEADMASTERS IN-SERVICE COURSES FOR THE AWARD OF A.C.E.

There are three varieties of this kind of in-service education for experienced and capable headmasters in the State popularly known as 'HEADMASTERS' COURSES' even though an experienced Grade II Teacher could be selected for any of the courses. These three courses are:

In-service course organised by the University of Benin, Bendel State;

In-service course organised by the University of Ibadan under the auspices of the Rivers state College of Education, Port Harcourt; and Educational Administration courses overseas.

The Benin University In-service Course for Headmasters: According to the interview results, from 1969 to date, experienced and capable headmasters had had the opportunity of training for more qualified status and promotion. Every year about three to ten experienced and capable headmasters are sponsored by the Rivers State Government at the Headmasters' Institute at Benin for one full academic year course in School orgaisation, and other subjects like Sociology of Education, Educational Administration, Educational Psychology,

TABLE IX

UNIVERSITY OF BENIN IN-SERVICE COURSES FOR HEADMASTERS IN RIVERS STATE. 1969 - 1980

SERIAL NO.	Y E A R	NO. OF PARTICIPANTS	QUALIFICATION OBTAINED	DURATIONAL
1.	1969	3	A. C. E.	ONE ACADEMIC YEAR
2.	1970	5	A. C. E.	DITTO
3.	1971	5	A. C. E.	DITTO
4.	1972	4	A. C. E.	DITTO
5.	1973	4	A. C. E.	DITTO
6.	1974	3	A. C. E	DITTO
7.	1975	8	A. C. E.	DITTO
8.	1976	8	A. C. E.	DITTO
9.	1977	9	A. C. E.	DITTO
10.	1978	10	A. C. E.	DITTO
11.	1979	10	A. C. E.	DITTO
12.	1980	10	A. C. E.	DITTO
		TOTAL 78		

RRCORD FROM RIVERS STATE MINISTRY OF EDUCATION, PORT HARCOURT.

School Curriculum, English, Modern Mathematics, Religious studies, History, Geography and Economics. On successful completion of this course participants are awarded the A.C.E. Certificate.

They are then placed in charge of large primary schools and after some time are promoted to the status of Assistant Inspectors or Supervisors of Primary schools. Such in-service courses benefit the participants in terms of status and promotion to high salary grade levels. Since then 78. Headmasters had benefited by it, (See Table IX).

In-service Courses Organised by the University of Ibadan under the auspices of the Rivers State College of Education in Port Harcourt. The questionnaire and interview answers reveal that this kind of in-service course differs from the Benin course for the following reasons:

The course is said to be purely part-time and lectures are given during the three school holidays in an academic year in Port Harcourt.

Another way this in-service course differs from the Benin course is that the participants are not sponsored by the Rivers State Government. As a result all the financial burdens of the participants are borne by the participants themselves. Participants are selected on their own merit from their applications. The requisite qualification is the Teachers' Grade II Certificate with not less than five years experience as a Grade II teacher.

In addition to other financial commitments the participants pay an annual fee of ₦210 each.

This course started in 1979/80 academic year. With an intake of 108 participants, 102 were awarded the A. C. E. at the completion of the course.

The intake for the year 1980/81 academic year is 120.

Apart from the above differences the course has both academic and professional status like the Benin course. It aims to improve the teachers' professional performance and gives them wider knowledge in school administration and on the subjects they teach.

EDUCATIONAL ADMINISTRATION COURSES OVERSEAS.

Answers from questionnaire and interviews results showed that through the Commonwealth Fellowship scheme and assisted by

TABLE X

EDUCATIONAL ADMINISTRATIVE IN-SERVICE COURSES OVERSEAS FOR HEADMASTERS, 1976 - 1980

SERIAL NO.	Y E A R	NO. OF HEADMASTERS THAT BENEFITTED	CERTIFICATE OBTAINED	DURATION OF COURSE
1.	1976	12	A. C. E.	ONE ACADEMIC YEAR
2.	1977	12	A. C. E.	"
3.	1978	12	A. C. E.	"
4.	1979	12	A. C. E.	"
5.	1980	12	A. C. E.	"
	TOTAL	60		

RECORD FROM RIVERS STATE MINISTRY OF EDUCATION, PORT HARCOURT.

e Rivers State Government experienced and capable headmasters ith the requisite qualifications are always given the opportnity of doing in-service courses in Educational Administration verseas. From 1976 to 1980 60 teachers had benefited from the heme, (See table X). Successful completion of such courses, hich usually cover one full academic year, results in the award f A.C.E. Certificate, elevation in the status and a rise in alary grade level of the participant.

THE PROPOSED EDUCATIONAL RESOURCE CENTRE IN THE STATE:

As a result of the interviews conducted it was made known hat at the instance of the State's Advisory Council on Education, site had been acquired for the construction of Educational esource Centre in which all Resource Units would be represented. hat meant that it would be an Omnibus centre to cater for the perations of:

Audio-Visual Resource Centre;

Science Resource Centre;

Teachers' Resource Centre for all in-service Education and Refresher courses;

Curriculum Development Centre, etc. The questionnaire, and interview results showed that the sum of ₦1 million has been earmarked to start the buildings at its permanent site at Rumuobiakani, a few kilometres from Port Harcourt.

Further more, the interview results also pointed out the state's Ministry of Education's lofty proposals made for the year, 1981, to have organisation of 'Machine-handling' Workshop for teachers in the primary and post-primary institutions. According to the interviews and questionnaire results the main objective would be to teach the teachers how to operate the audio-visual equipment which would have been supplied to schools. Such gadgets as overhead projectors, slide projectors, 16 mm Sound Film, Projectors, cassette, Recorders, Radios, TVs, etc, would be used. And that the use of the gadgets would be taught to all primary school teachers by the Educational Technology Unit (Audio-Visual Unit) of the Ministry of Education.

CONCLUSIONS AND RECOMMENDATIONS

In support of the importance of the teacher in our educational [illegible] Elegbe in the book entitled "Philosophy for Nigerian [illegible]cation' quoted what one of the professors of the University of [illegible]ham, who was at Fourah Bay College in 1965, said: [illegible] is the TEACHER so is the SCHOOL, as is the SCHOOL so is the [illegible]CATION, as is the EDUCATION so is the CHARACTER, as is the [illegible]RACTER so isthe DESTINY'..."(31) It is in this light, and in an [illegible]empt to help in the development of the unqualified teachers in [illegible]rticular and the teaching profession in general that so much [illegible]ention has been devoted to the topic of this dissertation. It [illegible] in the same spirit that the following conclusions are being [illegible]wn and recommendations being made on the provision, organisation, [illegible]affing and kinds of in-service education courses in the state [illegible]th a view to ensuring a regular and more systematic in-service [illegible]cher training programme for all serving teachers as a means for [illegible]veloping their professionalism thereby improving the educational [illegible]stem and the children's intellect.

CONCLUSIONS

Thus it can be said in conclusion that this dissertation [illegible]cognised In-service Education as an integral part of teacher [illegible]cation and development. It is equally important to point out [illegible]at this dissertation took into consideration the fact that no [illegible]e-service teacher education programme can sufficiently equip any [illegible]cher for his life-long teaching career since human knowledge [illegible]ps growing at an ever-accelerating pace and the society in which [illegible]e live keeps changing socially, economically and politically [illegible]ry day.

The teacher who really must deserve the name in all aspects [illegible]uld therefore continue adapting himself to changing conditions [illegible] growing in knowledge, experience and develop his professionalism [illegible]ch of which facets he could only achieve through continuous [illegible]rning in way of training and retraining in In-service Education [illegible]p-date his knowledge and to keep abreast of the time.

Efforts were also made to outline the four kinds of in-service [illegible]cation courses that exist in the state, with regards to their [illegible]anisations, purposes, durations and contents, and how these [illegible]rses are based on the day-to-day needs of the teachers and the

pupils.

Another important development in teacher education in the state was the proposed resource centre which had also been given a deserving place and recognition in this dissertation. The centre which when in operation, would aim at providing every teacher an equal opportunity to learn from his colleagues and get within his intellectual horizon selected functional experiences that would enhance his work as a teacher.

It is hoped that the recommendations that follow would be given deserving attention by the Government of the state so that they are carried out in their entirety. If this would be done, it could help to improve the TEACHER who in turn could improve the SCHOOL, the SCHOOL could improve the EDUCATION, the EDUCATION could improve the CHARACTER, the CHARACTER could improve the DESTINY, and eventually the present and the future generations of the Rivers State children in particular, and the Nigerian children in general would have the right education which would enable them to take their rightful place in the society to which they belong and in the world in general.

RECOMMENDATIONS

In-service Teacher Education Courses should be provided at various levels and for various purposes to meet the needs of teachers of all categories and of primary school children of all classes.

In-service Teacher Education for the Unqualified teachers and other grades of serving teachers should aim at helping the serving teachers to improve his individual power that could transform his situation and influence improvement in educational standards in Primary Schools in the State.

In-service Teacher Education courses for all serving teachers should be a continuous programme providing for the continuing education of all categories of teachers and not an unco-ordinated programme carried out haphazardly by officers who were fully engaged in their normal day-to-day activities.

In-service Teacher Education Courses for unqualified teachers should be provided side by side with pre-service education in Teachers Colleges where the regular students and the serving teachers could learn from one another by exchanging knowledge and

ce and use the existing facilities to the maximum benefit.
alified teachers during vacations should at the Local
e given more frequent short but intensive residential
aimed at their professional growth. And methods employed
courses need to be reviewed.
-service Teacher Education for unqualified teachers in
lar and other categories of teachers in primary schools
e well staffed. They should be staffed with people, who
ts of change, should not only be familiar with current
h findings, but should be prepared themselves to initiate
h and development. Such staff should be drawn from experi-
d capable headmasters of primary schools, lecturers of
imary and post-secondary Institutions, the inspectorate staff
state's Ministry of Education, and the staff of the proposed
e centre and its units. Some of such instructors could be
appointed as to be converted to permanent in-service
trainers.
-service Teacher Education for (unqualified Teachers), the
y Grade II Teachers' Certificate Award, should be fully
d by the Government. Such financial costs include transport
from the Training Centre and his station, accommodation,
, text books, etc. And in addition to that, a weekly
tial allowance of ₦10 should be paid to each participant.
is reason, all financial costs for merly borne by the
ipants during their training courses should be borne by the
ent. The ₦30 charge by the Government should be abolished
t the courses could be tuition free. However, it is the
rity of this kind of in-service education that would help to
the 21,3% unqualified teachers to the required zero
ified teachers in 1985.
in-service Teacher Education Courses for qualified primary
teachers should be so well organised that they should do
rm in-service training course in every three years of
ce. This could either be one-term full-time of three weeks
tion during vacations, spread over a period of three years to
d the problem of staff replacement during school time.
essful completion of one-term full-time or part-term courses
ld be rewarded by promotion which should carry with it higher
ary grade level and status or rank. There should be more
ular seminars/lectures/conferences/workshop on new teaching

chniques and skills on the primary school curri

The A.C.E. course organised by the Universi
der the auspices of the Rivers State College of
ould be fully sponsored by the state Government as is
ith the other A.C.E. courses whereby all financial costs of the
rticipants are fully borne by the State as actual in-service
aining programme.

It was in the realization of this that the Deputy Chief
spector of Education (Primary) when he was asked to comment on
e Ibadan A.C.E. course, recommended among other things that
.. the students are demanding an allowance of ₦300 per student
r annum, and there are 120 students involved... The allowance
approved should be paid to succeeding students ... Since the
urse, by and large, is an in-service training programme ...,
it is of one year's duration, the participants should normally
nefit from the in-service training facilities... Government
ould take full responsibility of defraying the expenses involved
the training of these students currently on the course this
ademic year, and future students should similarly be catered
r ...." (32)

The kind of A.C.E. course should be full-time of one academic
r to enable participants cover the syllabus. But as it
erates now during holidays, much is being taught in a very
ort time and as a result very little is grasped by the
rticipants.

The ever-expanding and the endless quest for more knowledge
lls for more in-service courses to be introduced in the state.
e following in-service courses for all categories of primary
hool teachers are therefore recommended:

Short Evening Courses - Usually week-end courses come within
is group which should be organised for primary school teachers.
These courses have been found very benefitial to the
rticipating teachers in the areas they operate. In many
stances week-end courses are often arranged to bring to gether
ccessful and experienced teachers, headmasters, college lecturers
ducation inspectors to discuss their work with the officials
the various administrative bodies. Matters like changes in
ational policies, introduction of new text books, new teaching
ids and Equipment, changes in school syllabuses, and the

shortage of certain grades of teachers are often discussed.

Short-Courses in school time: This is another useful device by which the problem of acute shortage of qualified teachers could be solved. In this, teachers of primary schools are taught by subject specialists from post-primary and post secondary institutions at specific centres on agreed school time.

The post-secondary Institutions in the State should all engage in regular in-service Education Courses for Headmasters, all primary school teachers, Inspectors and supervisors of education to prepare them to be up-dated in their job.

In-service Teacher Education for primary school teachers in the State should be decentralised to serve every Local Government area with a minimum cost with maximum benefits.

In-service Teacher EDucation Courses cannot operate effectively without adequate equipment, trainers and other facilities. As such, all Teacher Colleges, and the proposed Resource Centre should be adequately equipped by the Ministry of Education and the Rivers State Schools Directorate.

Primary Schools should also be well equipped with modern teaching aids so that teachers could put into practice what they learnt during courses. Teachers' Centres should among other things encourage initiativeness among teachers in the making of teaching aids out of local materials.

Sufficient and well equipped rooms should be provided at all Teachers' Centres and well equipped libraries should be provided and stocked with good reference books on Education.

Enough information should be provided for the teachers at all levels.

For effective teaching, the trainers should regularly be provided with orientation Courses to acquaint them with the educational changes.

It is note-worthy to recommend that the various in-service courses provided should be made attractive for the participants by providing a wide variety of incentives and motivation on the desire to help the school children.

Proposed Resource Centre:

This recommendation would be incomplete without giving some suggestions regarding the proposed Resource Centre.

Since this Centre would serve as the tap-root of all in-service Teacher Education Courses in the State it is desirable to suggest that work should commence on the permanent site immediately. This would enable the various Educational Units move to the site earlier that it would co-ordinate all in-service courses in 1982 academic year.

As a follow-up, a mobile Unit of In-service Training should be established to work in close co-operation with the various Units in the Resource Centre.

In-service Education Co-ordinating Units at the Centre should be so organised that each in-service education centre Unit specialises in one aspect of course. This would enable specialist teachers handle their own specialist subjects only so that teachers of particular needs- e.g. teaching of science, Mathematics, Social Studies, Physical Education, English Language, Local Languages, Home Economics, etc, could be trained to meet their needs.

And it is finally recommended that the State In-service Education Units (Resource Centre) should liaise between the National, International and Post-Secondary In-service Education providers and the State and Local providers.

It is therefore believed that these proposals and the recommendations made in this paper would help to improve the various in-service Teacher Education.

It is also believed that in-service Teacher Education is now to be the only hope of improving the teaching strength of the state, the only hope of inculcating modern teaching methods and techniques and thereby raising the falling standard in education. For, if we depend on the pre-service training of teachers in our Teacher Training Colleges where the performance of the teachers trainees degenerate from year to year (as in Table III), consequently there would continue to be a similar fall in standard in our primary schools. For instance, from 1969 to 1979 Teachers' Grade II Certificate Examination Results showed such poor alarming results that one would doubt the capability of these teachers to teach in our primary schools.

It was even more alarming to see that in 1979 out of 4,728 who sat for the same examination only 558 of them were successful while 4,170 were unsuccessful (See Table III.) This gave a per centage pass of 11.2. It is therefore inevitable that regular in-service courses should be organised for these half-baked-trained teachers to cope with the modern educational needs of the time.

REFERENCES

1. Nigerian's National Policy on Education, 1977, p. 7.
2. Federal Republic of Nigeria, Implementation Committee for the National Policy on Education (BLUEPRINT) 1978-1979 p. 16, Paragraph 3.16.
3. Federal Republic of Nigeria: National Policy on Education. 1977 P. 8 paragraph 7.
4. Wheeler, D.K., Curriculum Process, P. 33, par. 2, line 11
5. Teacher Education Seminar held at Dar es Salaam from 4th June to 16th June, 1973 on 'Education in a changing society' p.s. 1
6. Education Policy for the Rivers State, 1979 p. 3 par. I & IV (A circular letter to all officers of the Ministry of Education
7. Conference of Ministers of National Afro-Malagasy countries (Libreville, Audecam 1968 Vol. 2).
8. Teacher Education Bullentin published on behalf of Kenya Teachers Training Colleges by Equatorial Publishers, 1978 p.33
9. THE GROWTH OF IN-SERVICE EDUCATION AND TRAINING IN THE U.K. p. 163.
10. The Department of Education and Science (1970,p.7).
11. The American View (U.S. Department of Health, Education and Welfare, 1965, p.89)
12. K.D.Arivadasa, In-Service Training of Teachers in Sri Lank, p.6
13. Ibid 12 p. 7.
14. Ibid 12 pp. 7 and 8.
15. Seminar on Teacher Education, held at Dar es Salaam, 4th June to 16th June, 1973 p. s. 9.
16. 'Commonwealth Conference' on 'Teacher Education' held in Nairobi, Kenya, 25th April to 11th May, 1973 p. 38.
17. 'TEACHER EDUCATION IN NEW COUNTRIES' OXFORD UNIVERSITY PRESS, MAY 1981, Vol. 9 Number 1, p. 41.
18. 'DR G. H. BERRY, THE QUALITY OF EDUCATION IN DEVELOPMENT COUNTRIES. P. 10
19. R. A. Hodgkin, 'EDUCATION AND CHANGE', p. 109.
20. The Story of the 'In-service Teacher Training Project of Swaziland', pp. 1 and 2.
21. (ATEA) 'Association for Teacher Education in Africa', 1973 Conference Reports and Proceedings, p. 21.

22. International Lab our Office, United Nations Educational, Scientific and Cultural Organization' Report of the Joint ILO/UNESCO Committee of Experts on the Application of the Recommendation concerning the Status of Teachers: Third Session, Geneva 8-19 March, 1976, Report, p. 11.

23. British Jounal: ON In-service Education In France Vol. 2 Spring 1976 p. 66.

24. Norman M. Goble and James F. Porter, 'The Changing Role of the Teacher', p. 159.

25. Ibid 24, p. 162.

26. Ibid 24, p. 163.

27. British Jounal of Education, Vol. 3 No. 2, Spring 1977, p.83.

28. Ibid 27 p. 86.

29. D. J. Johnston. Teachers' In-service Education (Oxford Pergamon Press 1971) p. 16.

30. SITUATION REPORT OF PRIMARY EDUCATION 22nd, May, 1981 p. 1. (Ministry of Education Port Harcourt Rivers State).

31. Ed. A. Adara Elegbe, A Philasophy for Nigeria Education (Heinemann 1972) p. 174

32. IBADAN A. C. E. Course, Recommendation Report made by the Deputy Chief Inspector of Education, Primary Education Division of the Ministry of Education, Port Harcourt Rivers State June, 1981: p. 1.

APPENDIX A

QUESTIONNAIRES

IN-SERVICE TEACHER EDUC TION FOR PRIMARY SCHOOL TEACHERS IN RIVERS STATE 1970/1980

Please, you are perfectly free to supply only the answers you know and leave blank those questions you are not familiar with their answers in the questionnaires that follow:

Please fill in the spaces provided below:-

(1) Your Occupation:- ----------

(2) Age:- ----------

(3) Sex:- ----------

(4) LGA:- ----------

(5)

District	Urban	City:-

QUESTIONNAIRE
RIVERS STATE IN-SERVICE TEACHER EDUCATION COURSES FOR PRIMARY SCHOOL TEACHERS.

The following In-service Teacher Education Courses are organised in the State For Primary School Teachers:

1. Special Courses For Unqualified Teachers for the Award of honourary Grade II Certificate.
11. Refresher Courses for Grade II Teachers.
111. Seminars/Lectures/Conferences/Workshop On Certain Subjects .
IV. In-Service Courses For Award Of A.C.E.

What are your views about in-service Teacher Education Courses in Rivers State in general?

Other Comments? _____

_____

_____

_____

_____

_____

_____

_____

2. Any Comment on the usefulness of the course/s you have in mind. Name the course.

_____

_____

_____

_____

_____

_____

_____

_____

_____

3. Comment on the content of any of the courses i - iv.

_____

_____

_____

_____

_____

_____

_____

_____

4. Pleased rate its relevance regarding updating the teacher's knowledge and his adaptibility to educational changes:.

5. Please state how many occasions you demanded for In-service Teacher Education Courses and you were denied the opportunities.

Give reasons for your denial:-

Have you ever attended any of the courses i - iv so state:

(i) Year:- (ii) which course:-

(iii) Where the course was held:-

(iv) Who organised it:-

(v) Purpose:-

(vi) Content or Topic:-

(vii) Duration:-

(viii) Was it during holidays/School Period?

(ix) Was the course successful:-

(x) Comment on your gains for attending it:-

6. If you have never attended any In-service Teacher Education courses i - iv please state reasons for not being able to attend. I had never attend because of:-

7. Which Grades of our Primary school Teachers seek In-Service Training most? Please indicate:
Tick which is appropriate- (i, ii, iii, iv)

TYPE OF TEACHER PREDOMINANTLY	ALL	FEW	NONE
(1) C.D. TEACHERS			
(2) C. TEACHERS			
(3) C.STTEACHERS			
(4) GRADE II CTR TEACHERS			

Grade II Teachers and Headmasters: ----------

8. What has any of the courses i - iv brought in our Educational Standard in our Primary Schools? _____

9. How are In-Service Teacher Education for Primary School teachers financed? Please indicate who finances and Financial constraint involved and how could it cause a set back to the planners of the course?

YEAR	KIND OF COURSE	TOTAL AMOUNT SPENT	GRADE OF TEACHERS	DURATION

OTHER COMMENTS

_____

10. How are the trainers for In-Service Teacher Education course for Primary School teachers selected or appointed? Please comment on the or recruitment and conditions of service and state whether they are engaged on full-time or part-time

basis. _____

_____

_____

_____

_____

_____

11. Please state the short history of the kind of In-Service Teacher Education for Primary School Teachers that you have in mind.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

And make recommendations for improvement.

Please you can use extra sheet if the space provided here cannot do.

Finally, thank you for your patience. If there is anything which is still on your mind with regard to any of the courses i - iv, please write it down here. You know that this questionnaire has not touched on all aspects of the courses i - iv and every one of your comments helps:

_____

~~bbb~~ _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

TABLES

TABLE I: GROWTH OF PRIMARY EDUCATION IN RIVERS STATE OF NIGERIA FROM 1970 - 1981.

TABLE II: NUMBER OF TRAINED AND UNTRAINED TEACHERS IN RIVERS STATE. 1975 - 1981 MARCH.

TABLE IIA: NUMBER OF TRAINED AND UNTRAINED TEACHERS BY LOCAL GOVERNMENT AREAS IN THE STATE: JULY 1980 - MARCH 1981.

TABLE III: YEARLY FLOW OF TRAINED TEACHERS FROM T.T.Cs IN RIVERS STATE FROM 1969 - 1979.

TABLE IV: FIRST SCHOOL LEAVING CERTIFICATE EXAMINATIONS RESULT; 1971. SUMMARY.

TABLE V: FIRST SCHOOL LEAVING CERTIFICATE EXAMINATION RESULT: 1979.

TABLE VI: FIRST SCHOOL LEAVING CERTIFICATE EXAMINATION RESULT. 1971 - 1980.

TABLE VII: OUTFLOW OF UNQUALIFIED TEACHERS FROM IN-SERVICE EDUCATION COURSES 1976/77 - 1979/80.

TABLE VIII: HEADMASTERS REFRESHER COURSES 1977 - 1978.

TABLE IX: UNIVERSITY OF BENIN IN-SERVICE COURSES FOR HEAD-MASTERS. 1969 - 1980.

TABLE X: EDUCATIONAL ADMINISTRATIUE IN-SERVICE COURSES OVERSEAS FOR HEADMASTERS. 1976 - 1980.